



Module 6
Multiculturalism and Plurilingualism

*Faculty of Psychology and Educational Sciences /
School of Translation and Interpretation*

Module Coordinator: Prof. Abdeljalil Akkari

COURSE DESCRIPTION:

This module aims to address the main issues related to multiculturalism and plurilingualism, taking advantage of the example provided by Switzerland on these dimensions. The modules will specifically address the challenges of education in such contexts.

COURSE MECHANICS:

This course is divided between lectures and visits to relevant institutions in Geneva. The visits allow students to address the main lines of the teaching provided in the lectures. Assigned readings will allow students to reflect on the topics discussed in class and to help them prepare the module's final evaluation.

The students' grades will be determined by a 3-hour final written exam taking place at the end of the GISP. The exam will be covering the various dimensions addressed in class and in the readings.

Hours of teaching: 20

Hours of field activities: 6

Number of pages of the assigned readings: 340

ECTS credits: 3

SCHEDULE OF MEETINGS AND READINGS:

PART I:

Comparing Multicultural Education in Different Contexts

Prof. Abdeljalil Akkari

The goal of this course is to provide students with an overview of issues concerning worldwide multiculturalism and cultural diversity. The students will acquire knowledge of the theories and practices used in multicultural education in different national contexts. Critical views of both intercultural and multicultural education will be explored with similarities and differences examined.

- **Monday 28 March** - 14h15 - 17h00- Uni Mail MR060

Assigned readings:

- Akkari, A. (1998). "Bilingual Education: Beyond Linguistic Instrumentalization". *Bilingual Research Journal*, 22(2,3,4), 103-125.
- Berry, J. W. (1997). "Immigration, Acculturation, and Adaptation". *Applied Psychology*, 46(1), 5-68

- **Tuesday 29 March**- 14h00 – 17h00 Visit of the International Bureau of Education

PART II:

Identities in international and multicultural contexts

Dr Colleen Loomis

This course addresses the dynamic construction of youth identity within multicultural and international cities. The focus will be on three key players for social integration and cohesion: youth, teachers and families. Students will learn how to critically evaluate and synthesize identity theories and related research findings.

- **Wednesday 30 March – 14h15 – 16 h00** – Uni Mail M2170
- **Wednesday 30 March – 16h15 – 17h00** – Uni Mail R070 (**attention**)

Assigned Readings:

- Akkari, A. & Loomis, C. (2010). New Schools for the 21st Century. A research Approach for Uncovering Power Dynamics in Multicultural cities. A Research Approach for Uncovering Power Dynamics in Multicultural cities, *World Studies in Education*, 43-58.

PART III:

The Construction of School Experience in Multicultural Contexts

Prof. Margarita Sanchez Mazas

Adopting a social psychological perspective, the main purpose of the present reflection is to stress the specificity of the issues that are at stake for the actual living actors in the specific setting of the school. Central to the conceptual framework that will be outlined is the notion that different social-psychological processes are at work in the classroom whose interplay may either foster or undermine intellectual performance. It will be argued that in a number of situations and in response to diverse threats or challenges, social – and specifically, identity – concerns can interfere with intellectual ability, hence compromising school success. Thus, taking into account identity motivations and cultural concerns may lead to question school culture and to propose institutional and pedagogical changes designed to improve achievement of children and adolescents of different cultural backgrounds. The unique contribution of the present approach is to address both the determinants of school failure and the avenues for promoting school success and educational equity within a unified conceptual framework. The lecture and power point presentation will be based on the contents of the chapter “Multicultural Dimensions and Minority status in Education and Democracy” (see below). Several situations and results of research will illustrate the main points. Discussion will be encouraged.

- **Wednesday 30 March – 10h15 -12h00 – Uni Dufour B012**

Assigned Readings:

- Huguet, P. & J-M Monteil (1995), “The Influence of Social Comparison with less Fortunate others on Task Performance: the Role of Gender Motivations or Appropriate Norms”, *Sex Roles: A Journal of Research*, 33(11-12), pp. 153-765.
- Ogbu, John U. “Understanding Cultural Diversity and Learning”, *Educational Researcher*, Vol. 21, No. 8 (No. 1992), 5-14+24.
- Quiamzade, A., & J-C Croizet, “The Social Determinants of Intellectual Performance Under Threat: From Interpersonal Comparisons to the Stereotype Threat”, *Swiss Journal of Psychology*, 66(3), 2007, pp. 139-144.
- Sanchez-Mazas, Margarita & Annalisa Casini, “To Climb or Not to Climb? When Minorities Stick to the Floor”, in Butera & Levine (ed), *Coping With Minority Status*, Cambridge, *Cambridge University Press*, 2009, 38-54
- Sanchez-Mazas, Margarita (in press). “Multicultural Dimensions and Minority Status in Education and Democracy”. In T. Magiogliou (Ed.), *Culture and Political Psychology. A societal perspective*, *Advances in Cultural Psychology: Constructing Human Development*, Vol. 7. In press. 20 p.

Part IV

Dealing with cultural diversity in teacher education

Dr Nilima Changkakoti

Societies and classrooms throughout the world are more and more culturally diverse. Schools and teacher education tend however to remain monocultural. Even teachers from immigrant families put their professional culture first. This course will present different ways of dealing with cultural diversity in teacher education from international recommendations to case studies. Topics such as the conceptions of culture and diversity or teachers’ and pre-service teachers’ representations of cultural diversity, as well as the importance of including research findings in the curricula will be addressed.

- **Tuesday 29 March – 9h15 - 12h00 – Uni Mail R040**

Recommended reading:

- Centre for Educational Research and Innovation (2010). Educating Teachers for Diversity: Meeting the Challenge. CERI, OECD.
<http://browse.oecdbookshop.org/oecd/pdfs/browseit/9610051E.PDF>
- Cochran-Smith, M. (2003) The Multiple Meanings of Multicultural Teacher Education: A Conceptual Framework. *Teacher Education Quarterly*, 30,2 7-26.
http://www.tejjournal.org/backvols/2003/30_2/volume_30_number_2.htm
- Johnson, R. (2005). Locating non-western enlightenment texts for a global curriculum. Conference paper: Diversity in Education in an International Context, april 20-23, Verona, Italy.
- Sleeter, C. (2001). Preparing Teachers for Culturally Diverse Schools: Research and the Overwhelming Presence of Whiteness. *Journal of Teacher Education*, 52(2), 94-106.

PART VI:

Bilingualism and Translation

Prof. Hannelore Lee-Jahnke

- **Thursday 7 April-** 8h15 -12h00 – UniMail MS130 (8h15 to 10h00) et M2130 (10h15 to 12h00)

In this course, we address the main issues linked to multiculturalism and plurilingualism, as they notably appear in Switzerland. This course will provide an overview of the challenges linked to the theme of “interculturality” and explain how these are met by translators and the building of a multicultural education regime.

PERIOD	TOPIC	SPEAKER
8h15-9h00	Geneva and the Origins of Translation Training	Prof. Dr. Hannelore LEE-JAHNKE
9h00-10h00	Bilingualism does not necessarily rhyme with translation	Prof. Dr. Hannelore LEE-JAHNKE
10h15-11h00	Specific skills required for translators	Ms. Caroline LEHR
11h00-12h00	<i>Roundtable with professional translators</i>	Moderator: Prof. Dr. Hannelore LEE-JAHNKE

Assigned reading:

- Lee-Jahnke, H., “Bilingualism does not always rhyme with translation”, *Language and Education*, Conference organized by the International School of Geneva on 13 January 2007, 15 p.

Remedial readings:

- Lee-Jahnke, Hannelore (2002): "Handling evaluation in translation training", in:

Translation Studies in the New Millenium, Blackwell, Gülen, Barbara, Ankara, Bilkent University pp. 21-31.

- Lee-Jahnke, Hannelore (2005): "New Cognitive approaches in Process-oriented Translation Training », in: *Processes and Pathways in Translation and Interpretation*, Lee-Jahnke, Hannelore (ed.), META, vol. 50 Nr. 2, p. 359 -378.

- Pena-Polliastri, Ana Paulina (2009): "Evaluation criteria for the improvement of translation Quality", in: CIUTI FORUM 2008, *Enhancing Translation Quality*, Forstner, Martin, Lee-Jahnke, Hannelore, Schmitt, Peter Axel (ed.) Peter Lang, Bern, Frankfurt, New York, Oxford, Wien. pp. 239 - 261.

- Wang, Lidi (2009): "Quality Assurance for Quality Training", in: CIUTI FORUM 2008, *Enhancing Translation Quality*, .pp.213 - 217.

Thursday 7th April- Visit to the Palais des Nations – Meeting 13h30 et Palais des Nations Pregny entrance